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ABSTRACT

The first section of this monograph presents an outline of the inservice training regulations for teachers in Japan, focusing upon the legal aspects and the functions of the state. Inservice education is compulsory for teachers, and its administration is governed by the Local Public Service Personnel Law. Descriptions are presented of the roles of the Ministry of Education, Science and Culture, and the Prefectural and Municipal Boards of Education. The outline provides points to be taken into consideration by the Prefectural Boards of Education when the boards organize inservice programs. In section two, descriptions are presented of inservice training programs for teachers divided into the following categories: (1) inservice training for new teachers; (2) inservice training for experienced teachers; and (3) inservice training for principals, vice-principals, and head teachers. Data on the content of the programs are illustrated by tables. (JD)

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IN-SERVICE TRAINING FOR TEACHERS IN JAPAN

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IN-SERVICE TRAINING FOR TEACHERS IN JAPAN

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N O T E

This paper was prepared originally in Japanese by Mr. Hiroshi Takahashi, the Local Affairs Division, the Elementary and Secondary Education Bureau of the Ministry of Education, Science and Culture, for translation into English for dissemination under the NIER's Information Services Programme among Unesco Member States in Asia and the Pacific.

I. OUTLINE OF IN-SERVICE TRAINING FOR TEACHERS

1. Legal Position of In-Service Training for Teachers

The Fundamental Law of Education states that "teachers of schools as stipulated by law are those who serve the public at large, and they must be aware of their mission and strive to perform their duties." (Paragraph 2 of Article 6) The above-mentioned schools as stipulated by law refer to the schools designated in Article 1 of the School Education Law, i.e. all national, public and private educational institutions from the level of kindergarten to that of university. These comprise elementary schools, lower secondary schools, upper secondary schools, universities, junior colleges, technical colleges, schools for the blind, schools for the deaf, schools for the otherwise handicapped and kindergartens.

The following description is of in-service training for elementary and secondary school teachers in public (prefectural and municipal) schools.

Public school teachers come under two Laws: the Local Public Service Personnel Law and the Law for Special Regulations concerning Educational Public Service Personnel. Educational Public Service Personnel include (i) a president, a principal, a vice-principal, and a teacher at elementary school, lower secondary school, upper secondary school, school for the blind, school for the deaf, school for the otherwise handicapped, university, junior college, technical college and kindergarten; (ii) a director and a director-general in the case of a national or public school; and (iii) a superintendent and professional staff members of the board of education (i.e. a school adviser and a social education officer).

The Local Public Service Personnel Law stipulates simply that "the opportunity for receiving in-service training must be given to members of the staff to enable them to display and achieve maximum service efficiency." (Article 39) In-service training is defined in the Law only as a means of "displaying and achieving service efficiency".

The Law for Special Regulations concerning Educational Public Service Personnel, on the other hand, emphasizes the importance of in-service training and makes detailed stipulations for in-service training as follows:

Article 19 (In-Service Training)

(1) In order to be able to perform their duties, educational public service personnel must constantly make an effort to devote themselves to study and training.

(2) Those who have the power to appoint educational public service personnel must give due consideration to the in-service training of such personnel. They must provide facilities for in-service training and means for encouraging participation by personnel in in-service training programmes, and plan and implement such programmes.

Article 20 (Opportunities for In-Service Training)

(1) The opportunity for receiving in-service training must be

provided for educational public service personnel.

(2) With the approval of the principal, teachers may leave their place of work and receive in-service training as long as this does not interfere with their teaching.

(3) Depending on the decisions of those with the power of appointment, educational public service personnel may receive long-term in-service training while retaining their posts.

When comparing the above provisions with Article 39 of the Local Public Service Personnel Law, the following distinctions are worthy of note:

The first point is that, for educational public service personnel, in-service training is compulsory as it is considered indispensable for the performance of their duties. (However, there are no penal provisions as such for those who do not comply with the above, so it can be said that trust and expectations of others are placed in the awareness and conscience of the educational public service personnel themselves. However, if the principal or the board of education issues an order for participation in an in-service training programme, needless to say, this then becomes compulsory.) It may be added in relation to this that no direct incentive is given to the teachers to participate in in-service training programmes (e.g. promotion, increase in salary, etc.).

Secondly, it should be pointed out that those who have the power to appoint educational public service personnel (i.e. the prefectural board of education in the case of a principal, a vice-principal and a teacher at elementary and secondary school, also a school adviser and a social education officer) should be actively involved in promoting in-service training.

Furthermore, it should be noted that Paragraph 1 of Article 20 specifies the basic principle that educational public service personnel should be provided with the opportunity to receive in-service training. A specific method for realizing this is provided in Paragraph 2 of the Article, namely, that among educational public service personnel, teachers may leave their place of work and receive in-service training as long as this does not interfere with their teaching. Moreover, there is also provision for long-term in-service training as another concrete example of in-service training. Paragraph 3 of Article 20 reads "long-term in-service training while retaining their posts" and this refers to the fact that educational public service personnel may engage in long-term in-service training while retaining their posts and continuing to receive their salaries. Such long-term in-service training includes cases in which the teacher is sent elsewhere within the country to study (in-country study) or abroad for studies (study abroad), or when he is to participate in a long-term (generally 3 months and over) study programme. When a teacher is to participate in a long-term in-service training programme, the board of education has to appoint a substitute teacher.

In-service training can be classified into the following three categories: (1) in-service training carried out in school during working hours (on-the-job-training, OJT), (2) in-service training carried out with the teacher relieved from his obligation to perform his duties; and (3) in-service training carried out outside working hours.

When the principal is considering whether to give his approval to a teacher requesting permission to participate in an in-service training programme, he must judge not only whether the teacher's participation in in-service training will interfere with the management of the school, but also whether that in-service training will be beneficial to him in the light of his work. Therefore a teacher's participation in an in-service training programme depends upon the principal's overall judgement of the programme in terms of its aims, the theme of study, etc. With regard to in-service training conducted during the long holidays such as the summer vacation, the principal will request the teacher to submit a copy of the schedule for and a report on the training after having attended the course so that the principal can accurately assess the extent of the teacher's progress.

2. Roles of the Ministry of Education, Science and Culture, and the Prefectural and Municipal Boards of Education

With regard to the interrelation between the State, the prefecture and the municipality in terms of educational administration, it is specified that "Instructions, advice and assistance necessary for the proper execution of official work concerning education within the prefecture and the municipality should be given by the Ministry of Education, Science and Culture to the prefecture and the municipality, and by the prefectural board of education to the municipal board of education." (Article 48 of the Law concerning Organization and Functions of Local Educational Administration) In the following section, a description is given of the roles that these three parties play in in-service training:

(1) The Ministry of Education, Science and Culture

The Ministry of Education, Science and Culture encourages and assists the prefectural boards of education and private educational research organizations to organize in-service training courses and provide in-service training facilities. At the same time, the Ministry itself organizes its own in-service training programmes. The in-service training programmes organized by the Ministry itself involve long-term in-service training or training in specialist fields that cannot be carried out by the prefectural boards of education, and programmes organized on a nationwide scale for those expected to play the role of leaders within the prefectures. Listed here are some of the in-service training programmes conducted by the Ministry itself:

1) In-service training aimed principally at improvement in the management and operation of school

a. State in-service training course for principals, vice-principals and experienced teachers:

A long-term residential in-service training course lasting either four or six weeks (eight times a year, 1,800 participants). The courses are intended for principals, vice-principals and experienced teachers of kindergartens, elementary, lower and upper secondary schools and of special schools for the blind, the deaf and the otherwise handicapped. The programme includes a general education course covering a

wide area including education, science and culture, also courses on school management and operation, the duties of educational public service personnel and basic matters concerned with the instruction of the various subjects.

b. State-prefecture joint in-service training courses for principals and others:

These are organized jointly by the State and the prefecture for principals and vice-principals and the school advisers of boards of education.

2) In-service training aimed principally at the improvement of instruction

Courses on the implementation of the Courses of Study for elementary and lower secondary schools:

This is a 2-day course for principals, vice-principals and school advisers.

3) In-service training with regard to the training of English teachers

a. Courses for upper secondary school English instructors:

These courses are intended for teachers and school advisers (twice a year, approximately 200 participants).

b. Courses for lower secondary school English instructors:

These courses are intended for teachers and school advisers (twice a year, approximately 200 participants).

4) In-service training for student guidance

Courses for student guidance personnel:

A 3-week course intended for teachers and school advisers in charge of student guidance at lower and upper secondary schools (approximately 100 participants).

5) In-service training aimed principally at the improvement of practical skills.

Moreover, the State provides the prefectural boards of education with a subsidy in respect of various in-service programmes, some of which are:

a. In-service training for newly appointed teachers

b. Promotion of educational research by groups of teachers

c. Formation and promotion of educational research organizations

d. Sending teachers abroad

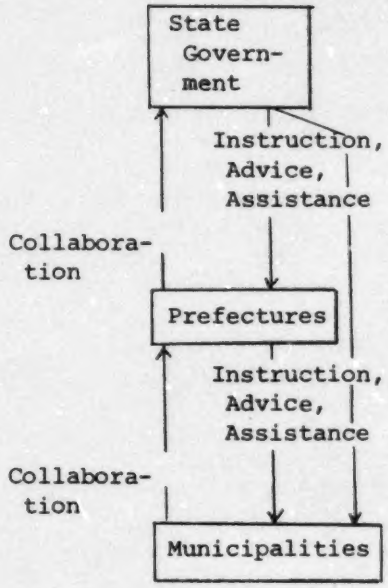
e. Sending English teachers abroad

f. The establishment of prefectural education centres

In addition to the above, the Ministry of Education, Science and Culture carries out maintenance and improvement of the higher education institutions which are responsible for in-service training for elementary and secondary school teachers.

Chart 1 illustrates the functions that the State, the prefectures and the municipalities perform collaboratively in respect of the promotion of in-service training.

Chart 1 Functions performed by the Ministry of Education, Science and Culture and the Prefectural and Municipal Boards of Education in Respect of In-Service Training for Teachers



Functions of the State

- Encouragement and assistance to prefectures for promotion of in-service training
- Implementation of in-service training programmes, such as long-term programmes, those on a nationwide scale and those in specialist fields

Functions of Prefectures

- Establishment of training facilities and organization of in-service training programmes
- Implementation of in-service training programmes

Functions of Municipalities

- Facilitating participation by teachers in in-service training programmes organized by prefectures
- Implementation of in-service training programmes

(2) The Prefectural and Municipal Boards of Education

The prefectural boards of education, which have the power to appoint teachers to public schools, have primary responsibility with regard to their in-service training. They install training facilities, provide in-service training programmes, and strive to carry out in-service training for teachers. At the same time, they promote and assist in-service training carried out by private educational organizations within municipalities and prefectures. The

in-service training programmes conducted in the prefecture can be broadly categorized into those carried out by the prefectural boards of education and those carried out by the prefectural education centres. The former deal mainly with ethics and duties as public service personnel on the part of teachers while the latter are concerned with school curricula. The municipal boards of education not only collaborate with the prefectural boards of education with regard to the implementation of in-service training programmes but also organize their own in-service training programmes. (For details of the in-service training programmes, refer to Section II.)

3. System of In-Service Training

On 31 May 1982, the Ministry of Education, Science and Culture published a circular "Concerning the Employment of Teachers and In-Service Training for them" containing points to be taken into consideration by the prefectural boards of education when the boards organize in-service training programmes. These points are: (1) systematization and improvement of in-service training, (2) improvement of in-service training at school, (3) in-service training for new teachers, (4) in-service training for experienced teachers, (5) in-service training for a principal and a vice-principal, and (6) securing instructors to take charge of in-service training.

With regard to the systematization of in-service training, the circular states the need for so-called "vertical systematization" and "horizontal systematization." Vertical systematization refers to the need to provide the teachers with opportunities for in-service training suitable for each stage of the entire period of their teaching career while horizontal systematization refers to the necessity for coordination of the in-service training programmes organized by the State, prefectures and municipalities. With regard to vertical systematization, the circular states that opportunities for in-service training should be provided in accordance with teaching experience and duties of a teacher, types of schools, subjects, subject areas, etc. At the same time, it is stated that more importance in training should be given to the content and methods of practical areas such as skill training. With regard to horizontal systematization, the circular states that it is the prefectural board of education that arranges and adjusts the schedule and content of in-service training programmes conducted at prefectural and municipal levels. It also states that the prefectural boards of education should play the central role in establishing and securing a network of collaboration comprising related institutions and educational research organizations and in making sure that the teachers are fully informed in advance of the opportunities provided for them for in-service training.

In the following section, a brief outline is given of the content of the above circular and of the in-service training programmes being provided.

(1) In-Service Training at School

In-service training at school serves as the basis for in-service training for teachers. The special characteristics of this in-service training at school are: it can be carried out everyday, the teachers need not leave their schools, they can select a study theme from classwork and it is fairly easy to arrange joint research among the teachers. On the other hand, the disadvantages are that themes, reports and discussions tend to concentrate

on particular fields and that many of the in-service training programmes at school do not last for a long period due to the many demands made by school duties.

The circular states that it is necessary to overcome these problems by making efforts: to aim at improvement of the in-service training system, to provide courses of in-service training at regular intervals, to encourage senior staff such as the principal, vice-principal and head teachers actively to give advice on instruction at school, to encourage the teachers to engage in mutual improvement, and to take account of the requests of the teachers regarding the study themes and methods of training so as to instil in the teachers receiving training a strong incentive to devote themselves to the programmes.

(2) In-Service Training for New Teachers

Prefectural boards of education organize with state subsidies in-service courses for newly appointed teachers. Such a course consists of general training and practical training in class, and lasts for 20 days or more.

General training lasts for about 10 days and the newly employed teachers attend lectures and seminars on basic moral and ethical points that they should bear in mind as educators. Once they receive the notification of their official appointment, they undergo training concerning what is considered necessary at the initial stage of their careers (thoughts to bear in mind as public servants, etc.). Many schools organize OJT programmes and summer training courses for their new teachers. Practical training, which lasts for about 10 days, involves lectures and seminars on teaching, teaching practice in class and the study of teaching. The circular referred to above attaches importance to the practical side such as the study of classwork, class management, etc., and states also that long-term residential training should be carried out.

(3) In-Service Training for Experienced Teachers

Training lasting for about six days is provided for teachers with five years or more experience in teaching. This involves lectures, studies and discussions on teaching. The circular states that training on each subject, moral education, and student guidance should be expanded so as to enable experienced teachers to contribute more to the running of the school.

(4) In-Service Training for Teachers Holding Administrative Posts

Each prefectural board of education organizes in-service training courses for teachers holding administrative posts such as newly-appointed or experienced principals and vice-principals. The purpose of this training is to enable these teachers to acquire knowledge of running a school and to improve the leadership qualities required in running a school. The circular states that suitable training courses should be organized on the subject of student guidance, a subject which has recently received attention, also courses aimed at improvement in the quality of teachers and other topics related to the running of a school that are considered important from time to time.

(5) Other Points for Consideration

The circular emphasizes the importance of taking measures to promote the full use of the functions of local education centres so as to be able to contribute more to the enhancement of in-service training at school. Measures are also suggested for further reinforcing the system of in-service training by effectively utilizing school advisers on the board of education and by making use of those teachers retiring from office under the age limit.

Furthermore, a new type of teacher training university has emerged which is mainly concerned with providing postgraduate courses (Master's course) for training and research for the teachers who are in-service. Universities of this type currently comprise Hyogo University of Teacher Education, Joetsu University of Teacher Education and Naruto University of Teacher Education. When teachers are sent to these graduate schools, their study is considered to count as official training ordered on official business. Furthermore, when teachers of public compulsory education schools are sent to these universities, substitute teachers are posted to take their place.

II. IN-SERVICE TRAINING PROGRAMMES FOR TEACHERS

1. Summary of the Survey conducted by the Ministry of Education, Science and Culture for the School Year 1982 - 1983

The Ministry of Education, Science and Culture conducted a survey on the situation of in-service training carried out in each of the prefectures (47 prefectures in all) in the 1982 - 1983 school year. This survey dealt with the three different types of in-service training for teachers: training for new teachers, training for experienced teachers, and training for principals, vice-principals and head teachers. The survey covered in-service training programmes organized both by prefectural boards of education and by the education centres in the prefectures.

2. In-Service Training for New Teachers

The survey covered in-service training provided for teachers newly employed at elementary, lower and upper secondary schools in the period under review.

(1) Overall Situation of Training carried out

With regard to jurisdiction over in-service training programmes for teachers, prefectural boards of education exercise direct jurisdiction over elementary schools in 39 prefectures, over lower secondary schools in 38 prefectures and over upper secondary schools in 37 prefectures. Education centres exercise jurisdiction over elementary schools in 2 prefectures, over lower secondary schools in 2 prefectures and over upper secondary schools in 5 prefectures, while prefectural boards of education and education centres jointly have jurisdiction over elementary schools in 6 prefectures, over lower secondary schools in 7 prefectures and over upper secondary schools in 5 prefectures.

(2) Training before Assuming Post and Residential Training

Table 1 gives the number of prefectures that carry out training for new teachers after their appointment to the schools and before they actually assume their posts, and the number of prefectures that carry out residential

training for new teachers and experienced teachers.

With regard to the time of the year when residential training is carried out, most of the programmes for elementary, lower secondary and upper secondary schools are concentrated during the summer holidays when they do not interfere much with the running of the school. The second most popular period for this type of training is prior to the start of the first term before the new teachers assume their posts.

As for the number of nights that the teachers are required to stay for residential training, the most common period is one to two nights for elementary schools and the average 1.9 nights for both elementary and lower secondary schools. For upper secondary schools, the most common period is two nights, followed by an equal percentage of one night and three nights, and the average is 2.9 nights. (See Table 2.) Regarding prefectures where residential training lasting three nights or more is carried out, such training is usually divided into two to three sessions, each session lasting one or two nights.

(3) Training Programmes by Area and Topic

1) Total Number of Hours by Area

The areas for training are broadly categorized into "general culture and education" including thoughts to bear in mind as educators, ethics and the concept of service for educational public servants, etc., and "professional education" including educational guidance, school management, etc.

The number of hours allotted for general culture and education in elementary, lower and upper secondary schools is mostly less than 18 hours. More than 70% of all the prefectures fall into this category. With regard to the hours allotted to professional education, the figure differs widely among the prefectures. About half the prefectures allot less than 48 hours.

Table 1 Summary of In-Service Training carried out in 1982 - 1983

(No. of prefectures = 47)

School level	Training for new teachers			Training for experienced teachers	
	Training before assuming post	Residential training	Other	Residential training	Other
Elementary	17	22	8	5	42
Lower secondary	17	22	8	6	41
Upper secondary	21	24	2	7	40

Table 2 The Number of Nights for Residential Training

(No. of prefectures = 47)

Number of Nights / School level	Training for new teachers								Training for experienced teachers			
	1	2	3	4	5	6	7	8	1	2	3	4
Elementary	11	6	2	2	1	0	0	0	0	1	1	3
Lower secondary	11	6	2	2	1	0	0	0	1	1	1	3
Upper secondary	5	8	5	2	1	2	0	1	0	2	3	2

2) Training Programmes by Topic

The areas of training programmes are categorized into 17 topics, and Table 3 shows the number of prefectures carrying out each of these training programmes.

With regard to general culture and education, elementary, lower and upper secondary schools in all prefectures carry out training in the two topics of "thoughts to bear in mind as educators" and "ethics and the concept of service for teachers." Regarding professional education, elementary, lower and upper secondary schools in almost all the prefectures carry out training in "student guidance" and "teaching method by subject area." In addition, there are a large number of prefectures where elementary and lower secondary schools conduct training in "moral education", "school management" and "study on teaching materials." When comparing elementary, lower and upper secondary schools, training in "moral education" as well as in "school health, safety and school lunch" is carried out more in elementary and lower secondary schools than in upper secondary schools.

3) Number of Hours of Training allotted to Each Topic

The total number of hours of training for new teachers for each of the 17 topics was divided by the number of prefectures carrying out the particular training in order to obtain the average number of hours of training per topic.

Elementary and lower secondary schools carry out about 17 hours of training in general culture and education, and about 65 hours of training in professional education, the total number of hours being approximately 82 hours. Upper secondary schools carry out about 15 hours of training in general education, and about 50 hours in professional education, the total being about 65 hours. Among the topics for general culture and education, "thoughts to bear in mind as educators" is allotted the greatest number of hours, and this is true of elementary, lower and upper secondary schools.

With regard to professional education, "student guidance", "teaching method by subject area" and "study on teaching materials" are the topics

Table 3 The Number of Prefectures carrying out In-Service Training by Topic

(No. of prefectures = 47)

Areas/Topics \ Teachers/School level		Training for new teachers			Training for experienced teachers		
		Elementary	Lower secondary	Upper secondary	Elementary	Lower secondary	Upper secondary
General culture and education	Thoughts to bear in mind as educators	47	47	47	34	34	33
	Ethics and the concept of service for teachers	47	47	47	16	17	15
	Situation of education in the prefecture	43	43	38	18	17	18
	Educational laws and regulations	35	36	35	6	6	6
	Others	32	32	32	12	12	15
Professional education	Principles of education/ Educational psychology	27	28	25	16	18	15
	Study on teaching materials	42	40	37	27	23	23
	Teaching method by subject area	42	42	41	31	29	29
	Educational evaluation	37	37	35	25	23	23
	Moral education	43	43	12	27	25	7
	Student guidance	46	47	47	40	41	45
	Guidance on career and future options	18	28	30	10	20	24
	Group guidance	28	28	23	8	11	13
	School health/safety/school lunch	40	40	29	11	8	8
	Class management	47	45	33	37	38	25
	Grade management/school management	27	28	16	9	11	15
	Others	42	38	31	24	24	24

to which the greatest number of hours are allotted in elementary, lower and upper secondary schools. This also coincides with the tendency as observed in the prefectures carrying out training in these topics, showing that a great importance is attached to these topics.

4) Methods and Time of In-Service Training

With regard to methods of training, the following common characteristics were observed in elementary, lower and upper secondary schools:

(1) With regard to general culture and education, all three levels of schools rely principally on lectures. In the case of "educational laws and regulations", there are some prefectures that organize seminars in addition to the lectures.

(2) In professional education, lectures are the most widely used method, but a greater variety of methods are used compared with general culture and education. Particularly in the case of "study on teaching materials", "teaching method by subject area" and "moral education", the majority of prefectures combine two or more methods, such as seminars or study on classwork together with lectures.

(3) Training is mainly carried out in the first term and during the summer holidays, and is finished by the beginning of the second term in most cases. Regarding general culture and education, training is also guite often carried out before teachers assume their posts.

Table 4 shows the number of prefectures with regard to the methods and the time of training on each of the topics for new elementary school teachers.

3. In-Service Training for Experienced Teachers

The survey covered teachers of elementary, lower and upper secondary schools who, by the 1982-1983 school year, had already had about five years of experience in teaching.

(1) Overall Situation of Training carried out

With regard to jurisdiction over in-service training programmes for these teachers, prefectural boards of education exercise jurisdiction over elementary schools in 35 of 47 prefectures, lower secondary schools in 34 prefectures and upper secondary schools in 33 prefectures. Education centres exercise direct jurisdiction over elementary schools in 8 prefectures, lower secondary schools in 8 prefectures and upper secondary schools in 11 prefectures. Prefectural boards of education and education centres jointly have jurisdiction over elementary schools in 4 prefectures, over lower secondary schools in 5 prefectures and over upper secondary schools in 3 prefectures. When comparing these figures with those of training for new teachers, there are more cases of education centres exercising jurisdiction over the training for teachers with experience.

(2) Residential Training

Table 4 The Number of Prefectures carrying out In-Service Training for New Teachers in Elementary School by Topic and by Method*

(No. of prefectures = 47)

Areas/Topics \ Methods/Time		Methods of training					Time of training						
		Lectures	Seminars	Study on class-work	Report writing	Others	Before assuming post	First term	Summer holidays	Second term	Winter holidays	Third term	Spring holidays
General culture and education	Thoughts to bear in mind as educators	45	3	0	2	5	16	31	17	3	0	3	1
	Ethics and the concept of service for teachers	46	5	0	1	0	16	35	12	3	0	1	0
	Situation of education in the prefecture	40	0	1	0	1	13	37	9	1	0	1	0
	Educational laws and regulations	34	8	0	0	0	8	26	11	2	0	1	0
	Others	28	6	1	3	10	11	21	14	7	1	3	1
Professional education	Principles of education/Educational psychology	26	6	3	0	0	3	20	9	7	2	1	0
	Study on teaching materials	27	34	11	8	3	0	32	25	22	3	5	1
	Teaching method by subject area	35	28	21	4	7	2	34	28	23	1	6	0
	Educational evaluation	34	14	7	2	5	0	26	14	19	0	5	0
	Moral education	37	13	22	4	2	3	26	22	23	1	3	0
	Student guidance	44	22	5	6	11	6	36	29	15	1	4	0
	Guidance on career and future options	16	4	0	0	2	0	7	6	8	0	2	0
	Group guidance	17	18	2	0	8	1	10	18	7	1	1	0
	School health /safety/school lunch	34	15	2	1	5	6	21	20	14	0	2	0
	Class management	39	22	6	8	11	5	36	29	13	1	3	0
	Grade management and school management	25	7	2	0	5	3	18	8	11	0	3	0
	Others	35	20	12	10	18	8	29	28	19	3	9	0

* Each prefecture is allowed to choose more than two items so long as these items are applicable to the prefecture.

In elementary, lower and upper secondary schools alike, there are very few prefectures carrying out residential training in comparison with the training for new teachers. In elementary, lower and upper secondary schools alike, the teachers spend an extra night on residential training in comparison to the new teachers, and the average is 3.4 nights for elementary schools and 3 nights for lower secondary schools and for upper secondary schools.

(3) Training Programmes by Area and Topic

1) The Total Number of Hours

Regarding the number of hours of training, more than 95% of elementary, lower and upper secondary schools carry out training for 12 hours or less in the case of general culture and education. The number of prefectures not carrying out general culture and education amount to 9 in elementary, lower and upper secondary schools alike. In the case of professional education, the majority of elementary, lower and upper secondary schools carry out training between 12 and 18 hours.

2) Training Programmes by Topic

Regarding the number of prefectures classified by topic of training, the majority of prefectures carry out training in "thoughts to bear in mind as educators" in general culture and education.

With regard to professional education, training programmes for "student guidance", "school management" and "teaching method by subject area" are carried out by the greatest number of prefectures in elementary, lower and upper secondary schools alike. Furthermore, many prefectures organize training for "moral education" for elementary and lower secondary schools and for "guidance on career and future options" for upper secondary schools.

3) Number of Hours of Training allotted to Each Topic

Regarding the average number of hours of training allotted to each topic, a general trend can be observed whereby few hours are allotted to general culture and education; the average is approximately four hours for elementary, lower and upper secondary schools. For professional education, about 30 hours are allotted in elementary schools and lower secondary schools, respectively, and about 25 hours are allotted in upper secondary schools. This means that a total of about 34 hours are allotted to training of both general culture and education and professional education in elementary schools and lower secondary schools, respectively, and 29 hours in upper secondary schools.

4) Methods and Time of Training

The following characteristics are observed in the methods of training:

(1) The majority of general culture and education programmes are carried out in the form of lectures.

(2) With regard to professional education, the main method is lectures, but this method is often combined with seminars, study on classwork, etc.

(3) With regard to the time of training, most training programmes are completed by the start of the second term.

Table 5 shows the number of prefectures in respect of the methods and the time of training for each of the topics for lower secondary school teachers with experience.

4. In-Service Training for Principals, Vice-Principals and Head Teachers

Table 6 shows the number of prefectures which provide training for staff holding administrative posts or staff having special duties designated by law. The training here does not include programmes related to subject area, moral education, health or school lunch. According to this table, the majority of prefectures carry out training for principals and vice-principals.

Table 5 The Number of Prefectures carrying out In-Service Training for Experienced Teachers in Lower Secondary Schools by Topic and by Method*

(No. of prefectures = 47)

Areas/Topics \ Methods/Time		Methods of training					Time of training					
		Lectures	Seminars	Study on classwork	Report writing	Others	First term	Summer holidays	Second term	Winter holidays	Third term	Spring holidays
General culture and education	Thoughts to bear in mind as educators	32	1	0	0	5	16	17	5	0	1	0
	Ethics and service of teachers	17	0	0	0	0	6	5	5	0	0	0
	Situation of education in the prefecture	17	0	0	0	0	5	8	3	0	0	0
	Educational laws and regulations	4	3	0	0	0	2	2	2	0	0	0
	Others	11	3	0	1	2	5	5	5	1	1	1
Professional education	Principles of education/Educational psychology	17	4	0	1	4	5	9	8	0	0	0
	Study on teaching materials	14	13	8	2	3	11	12	12	1	2	0
	Teaching method by subject area	20	15	12	4	6	13	12	16	0	3	0
	Educational evaluation	16	9	5	3	2	11	7	10	0	2	0
	Moral education	19	7	6	5	2	7	11	13	0	2	0
	Student guidance	34	20	0	8	14	14	26	14	0	1	0
	Guidance on career and future options	13	5	1	2	5	4	13	6	0	0	0
	Group guidance	7	4	0	0	4	4	3	4	0	0	0
	School health /safety/school lunch	7	2	1	1	1	5	3	4	0	0	0
	Class management	26	17	2	8	9	11	19	14	0	1	0
	Grade management/school management	10	3	1	1	3	3	5	6	0	0	0
	Others	23	10	2	2	12	9	15	11	0	1	0

* Each prefecture is allowed to choose more than two items so long as these items are applicable to the prefecture.

Table 6 The Number of Prefectures carrying out In-Service Training for Principals, Vice-Principals and Head Teachers by School Level

(No. of prefectures = 47)

School level	Status	Training for staff holding administrative posts		Training for head teachers			
		Principals	Vice-principals	Instruction	Grade	Students guidance	Career and future options
Elementary	Those newly appointed	30	33	3	1	0	0
	Those in service	28	25	6	3	9	0
Lower secondary	Those newly appointed	30	33	3	1	0	3
	Those in service	28	25	6	2	11	5
Upper secondary	Those newly appointed	29	33	2	1	1	2
	Those in service	23	23	14	2	14	10